DOCUMENT RESUME

ED 023 641 SP 001 867

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Campus Schools and Student-Teaching Centers.
Spons Agency-Long Island Univ., Brooklyn, N.Y.
Pub Date 68
Note-4p.
Journal Cit-Campus School Exchange; p41-44 Spring 1968
EDRS Price MF-$0.25 HC-$0.30
Descriptors-*Administrator Role, Affiliated Schools, Clinical Professors, *College School Cooperation, College Supervisors, Cooperative Programs, Coordinators, Field Experience Programs, *Practicum Supervision, *Program Descriptions, Staff Role, *Student Teaching, Urban Teaching
Identifiers-New York, New York City

Brooklyn Center of Long Island University has developed a number of student teaching centers. (Such "centers" are schools with which an agreement has been reached providing for the placement of student teachers in concentrated numbers, thus allowing for resident supervision. An extension of the Campus School concept, they continue the trend toward formal agreement between colleges and public schools in concern for teacher preparation) Resident college supervisors (full-time faculty members with usually one-half to three-fourth of their teaching load consisting of the supervision of student teachers in one school) spend 12 to 18 hours a week in the school, making them available also for conference and other resource services. The role of the college coordinator of field work (a full-time administrator with faculty rank) involves assigning supervisors and student teachers to positions at specific centers. The coordinator keeps in close contact with each of the schools, meets frequently with students, and continually discusses the field work program with divisional faculty. When students are accepted into the program, they are invited in groups of 10 to 12 to two-hour conferences with the coordinator; the group dynamics approach to student teaching in urban schools gives the coordinator a perceptive view of each student in anticipating that student's readiness for a given assignment. (JS)

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Campus Schools and Student-Teaching Centers

by
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● The New York City "Campus School" is but one example of the trend toward formal agreement between colleges and public schools in concern for teacher preparation. This trend had to be, for the teachers, generally, are prepared for public school teaching. The sheer numbers of student teachers being prepared obviate the use of a single campus laboratory school for effecting the transition from college student to teacher for all. The proximity of the public schools at first offered experiences supplemental to those in the campus laboratory school; then they shared with the campus laboratory schools the responsibility of providing full student teaching positions for the increasing numbers of fledgling teachers. Now we see the full franchisement of public schools as Campus Schools.

● Long Island University, the Brooklyn Center, has experienced continued satisfaction in the full spectrum of interrelations with its Campus Schools. Public Schools 20, 45, and 307 (all in Brooklyn) have both pledged and demonstrated willingness to explore and test any proposed innovation. This has been especially true in the case of student teaching.

● These Campus Schools have served as the springboard to a nearly exclusive approach to student teaching by the Brooklyn Center. As an expansion of the Campus School concept, the teacher education program has developed a number of student teaching centers. Operationally, a student teaching center may be a public or private school with which an agreement has been reached providing for the placement of student teachers in concentrated numbers. This in turn allows resident supervision. In reality, then, the student teaching center represents a transposition of the total student teaching dimension of a Campus School. An examination of this dimension of Campus School cooperation with the Brooklyn Center of Long Island University seems appropriate.

● A supervisor is assigned by the college. In this instance, the college supervisor must be a full time member of the faculty, able to represent the administrator of field work as an administrative extension. He is also enabled to represent the faculty and program of teacher preparation. Once assigned to a given school as the resident college supervisor, a new and different role begins to emerge. The L.I.U. supervisor usually has one-half to

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three-quarters of his teaching load assigned to the supervision of student teachers in one school. Preparation and lecture concepts are inappropriate to resident supervision. The old equation of two hours preparation for each hour of lecture seems also to fall short when applied to resident supervision. A realistic compromise seems to be in the neighborhood of two hours in the school per teaching hour, allowing the supervisor preparation time wherever he may choose. Indeed, the above formula is but a suggestion. Each supervisor is encouraged to function in whatever manner seems best suited to his supervisory style. Frequent discussion with the administrator of student teaching helps the individual supervisor focus on the development of his effective personal style.

● Faculty members carry twelve-hour teaching loads at Long Island University. A six-hour assignment as a student teaching supervisor would result in fifteen students assigned to a specified student teaching center. (At present, student teaching is a half-day experience, though a newly developed curriculum will shift to a full-day program). The supervisor, in fulfilling the six-hour load, would spend up to twelve hours or more each week at the center. During these hours the school is open to him, both for his supervision of student teachers, and in making him available to the faculty for conference and other resource services.

● Provisions of the cooperative agreement allow the college administrator to work in numbers of positions for student teachers at specific centers. Many of the kinds of approaches used by district personnel officers and building principals are used by the college administrator. Indeed, his role in turn encompasses the student teaching program and all other field work. Field work in this case refers to all aspects of teacher preparation which occurs external to the physical campus of the Brooklyn Center.

The Field Work Coordinator and his staff are responsible for:

1. Approval of student applications for methods and work courses.
2. Assignment of field work trainees to programs and schools.
3. Assignment (in consultation with the Divisional Director) of faculty to field work responsibilities.
4. Work with the cooperating schools and Board of Education personnel to increase the value of field work experiences.
5. Maintenance of accurate records of the field work experiences of <u>all</u> students in the Division.
6. Preparation of certification lists to be submitted to the State Department of Education.
7. Evaluations of former students when requested.

A descriptive statement in the New York State Registered Program of Teacher Education document reads as follows, "Students are assigned to these schools by the Coordinator of Field Work, a full-time administrator with faculty rank. In consultation with the Director of the Division of Teacher Education, he also assigns the college supervisor." In order to perform both of these assignments wisely, the Coordinator keeps in close contact with each of the schools to which students are assigned, meets frequently with students, and continually discusses the field work program with divisional faculty.

● Applications are filed by the student nearly a semester in advance of his planned experience. Professors of foundations courses are identified; they may be consulted. A major department recommendation, not limited to proficiency in the major discipline but including social and psychological aptitude for teaching, is required. Departmental Chairmen have generally welcomed this approach and have used it to set standards for majors, both in their subjects and for teaching. Applicants either on academic probation or who fail to receive departmental recommendation are notified, in writing, of such action. They are assured that further consultation is their privilege. If they see the Coordinator of Field Work, he discusses possibilities for reconsideration. These possibilities include further conference with the respective departmental chairman. Departmental chairmen normally are prepared to discuss two courses of action. One, how to qualify for a recommendation to the Division of Teacher Education and two, other occupational possibilities.

● Once recommended to student teaching, a routine sequence of events is set in motion. Approved students are invited to a conference in numbers of ten or twelve at a time. These conferences usually last about two hours. At the conference, the Coordinator explains that a contract is being agreed upon. If a student lives up to the policy and procedures statements, copies of which are provided, and if he achieves standards of teaching acceptable to his supervisor, he will complete a state registered program of teacher preparation and be eligible for graduation and state certification.

● Following a brief review of the policy and procedures, a group dynamics approach to teaching in urban schools is conducted, usually lasting for more than an hour. This discussion is based on the premise that the Coordinator is possessed of a considerable accumulation of information as a result of continual contact with personnel of Campus Schools and student teaching centers, college supervisors in these buildings, and former student teachers. If he is to reach agreement with a given student as to where the student will be assigned, the Coordinator needs some perceptive view of a given student in anticipating that student's readiness for a given assignment. Through the group dynamics session, this may be realized.

● The conference attempts to focus on the student's preparation and experience to this point in time. It seeks out how the student feels about urban children and their neighborhoods, about the schools and about himself

as a potential teacher. The conference generally concludes with an agreed-upon placement for each student. Occasionally, when a student has limited experience, an observation period will be arranged, after which the student and Coordinator discuss further the student's readiness for a student teaching assignment in an inner-city school. Upon reaching agreement on an assignment, the new student teacher is free to visit the school prior to the semester during which he is to student teach.

● Usually both student and school administrator at the student teaching center are pleased with the arrangement. Occasionally, either student or administrator may raise questions as to compatability. When this occurs, it is usually but one more learning opportunity for the student. The Coordinator and student again discuss the student's readiness for the assignment. A variety of alternatives may be considered, ranging from a new assignment to withdrawal from the program.

The above is viewed as a more professional program of field preparation for teaching. Early evaluation promises a smoother, articulated sequence into a teaching career. Further development of this dimension of the Campus School will undoubtedly spur other dimensions to activity. The Brooklyn Center is experiencing increased involvement with on-campus visits by school children, and early observation by college juniors at the Campus Schools and student teaching centers.

● School-college cooperation, in this instance, suggests a very bright future for preparation of urban teachers. Each school in the Brooklyn Center program is, in essence, a Campus School when viewed from the facet of student teaching. As the new curriculum is developed, placing extensive numbers of juniors in these same schools, those not already so designated may well become Campus Schools.